

# COMMON SCHOOL ADVOCATE.

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## From the Common School Journal. ON LEARNING TO READ.

(Continued.)

To obviate the inconsistency of teaching children the names of letters, which are to be untaught as soon as they are combined into words, some persons instruct them in the vocal elements of the letters only;—that is, to utter for each letter, that part of the sound of a whole word, which belongs to the letters, respectively,—as, to give a single breathing for the letter *h*, instead of the sound of *aytch*. This practice is very limited.

The next step in the acquisition of our language is the spelling of its words. The arbitrary and capricious formation of words from letters, is, undoubtedly, one great cause, that, with all our attention to the subject, we have so few good spellers.

One fact has often been remarked, that if children do not learn to spell pretty correctly before the age of ten or twelve years, they rarely become good spellers afterwards. This fact supplies us with a useful hint, in regard to making other studies give place, a little, to this, before the favorable season is passed. Another consideration, derived from the order in which the intellectual powers are developed, strongly corroborates the same position. Language is an early-developed intellectual power;—reason is one of the latest. The spelling of a tongue, so anomalous as ours, depends upon a verbal memory. It is not a subject to be reasoned about. The more one relies upon his reason to determine the true spelling of English words, the oftener he will mistake. The discovery and correct application of principles and analogies would generally exclude correctness. I presume it has happened to many persons, when writing, that if they could write one of the less common words, without thinking how it should be spelled, they would write it correctly; but if, by any chance, the inquiry how it should be spelled, arose in their minds, they would immediately be involved in doubts, which no reasoning could solve, and be obliged to turn to a dictionary. These facts indicate also, that spelling should be pursued at an age, when more is learned by perception and imitation, than by reflection.

But one thing should be insisted upon, from the beginning, and especially at the beginning. No word should be taught, whose meaning is not understood. The teacher should not count out words, faster than ideas. The foundation of the habit should be laid, in the reading of the very first lesson, of regarding words as the names of things? as belonging to something else, and as nothing by themselves. They should be looked at, as a medium, and not as an end. It is as senseless for a child to stop at the sign of the printed word, in reading, as it would be to stop at the sound of the spoken word, in conversation. What child would not repel the intercourse of a person, who spoke to him only words of which he knew nothing? No personal charms would be long sufficient to compensate for speaking to a child in an unknown tongue. How is it possible, then, that an active minded child should not disdain the dreary pages of a book, which awaken no thought or emotion within him;—which are neither beauty to the eye, nor music to the ear, nor sense to the understanding? As reading is usually taught, the child does not come into communication with his lesson, by any one of all his faculties. When a child looks into a mirror, or at a picture where the perspective is strikingly marked, he will reach around to look behind

the mirror, or behind the picture, in hope of finding the objects in the place where they appear to be. He cares nothing for the mirror, nor for the canvass;—his mind is with the things presented to his senses. In reading, the page should be only as the mirror or picture, through which objects are beheld. Then there would be far more delight in looking at the former, than at the latter; because words can present more circumstances of variety, beauty, life, amplitude, than any reflecting surface or dead picture. Should we not revolt at the tyranny of being obliged to pore, day after day, upon the outer darkness of a Chinese manuscript? But if the words are not understood, the more regular formation of the Chinese characters gives them a decided advantage over our own letters.—Give a child two glasses, precisely similar in every respect, except that one shall be opaque, the other a magnifier. Through the former nothing can be seen, and it therefore degenerates into a bawble; but the latter seems to create a thousand new and brilliant objects, and hence he is enamored of its quality. There is precisely the same difference in the presentation of words. Yet we punish children, because they do not master words, without any regard to their being understood.

But how can this plan be executed? In this way. During the first year of a child's life, before the faculty of speech is developed,—before he has ever uttered a word,—he has obtained a considerable stock of ideas, respecting objects, qualities, and motions. ~~Before he is taught letters, he is employed through every waking hour, both in learning the words, expressive of known phenomena, and also in acquiring a knowledge of new things and events; so that before the age of four or even three years, the items of his inventory of elementary knowledge swell to thousands. In his memory, are not merely playthings, but catalogues of furniture, food, dress, insects, animals, vehicles, objects in natural scenery, divisions of time, and so forth, with various motions and appearances, belonging to them all. Numbers, sounds, events, feelings, also come into the list. This is a stock not readily exhausted. By first teaching the names or phrases expressive of these, the substance is always present to his mind, and the words are mere signs or incidents; and a habit is formed of always keeping the mind, in after-life, intent upon things and their relations,—a habit of inestimable value, and the only foundation of intellectual greatness.~~

I am not unaware of what is said by Locke, Burke, and others, of our using words and phrases, without at all summoning into the mind the particular ideas signified. This is undoubtedly true, to some extent, but it belongs to a later period in life. It is only after having used words, times almost innumerable, with an accompanying conception of the things signified, that we, at last, transfer to the words, a general conception of what originally belonged to the ideas. If comparisons may be allowed to illustrate a point somewhat obscure, the words have been so long used as a vehicle of the things, that, at last, when we see the vehicle, we presume the contents;—or, as in the case of those persons, who are accustomed to count large masses of specie, over and over again, in branded boxes or labelled bags; having opened them many times and found them to contain the quantity stamped, they afterwards count by the mark. So it is with words in relation to ideas. But, if the ideas have never been compared with the words; that is, if the

specie has never been counted and compared with the stamp, then the latter has no signification. Hence the comparisons are, the very first steps in the operation, and it is only by virtue of having made them, that we can afterwards venture to facilitate the operation, by relying upon the index. And an early habit of associating every word with an idea, is rendered so much the more necessary, because words are only arbitrary and artificial signs of thoughts and feelings. Were they natural signs, then the whole stress of observation and experience through life would serve to connect and bind together, more and more closely, the signs and the things signified. There would be a perpetual and strong tendency to coalescence between them. But as the relation is wholly conventional, if the habit is not formed of uniting the sound to the sense, an opposite habit of separating them is necessarily established.—For an obvious reason, therefore, a correct habit is more easily formed at the commencement than ever afterwards.

Were this process observed, it would reduce almost to nothing two classes of men amongst us; one of whom are greatly impaired in their usefulness, because, though they think much, they can never speak; the other absolutely noxious, because, though speaking much, they never think. The latter class, indeed, seem to be retaliating upon that early period of their life, when they thought without speaking, by, speaking without thinking, during the remainder of their lives. ~~not be put to reading what he cannot understand, it is to be taken with that reasonable qualification, which springs from the nature of the case, and which every candid mind will supply. There are certain words in every-day use, of whose comprehension all finite intellect must fall almost infinitely short. Such are the words immensity, infinity, absolute perfection, and so forth. These are used, as mathematicians use algebraic signs, to express unknown quantities. There are other words also, of whose meaning, no man has any thing more than a proximate apprehension. But a child of three years may perfectly understand what is meant, if he reads the word newspaper, and he may know many things respecting it, such as title, outside, inside, columns, margin, top, bottom, size, length, breadth, &c., and these constitute a palpable idea of a newspaper.—without knowing, that it is a microcosm, and that, for its production, there may have been required an effort of all the human faculties, working on the three kingdoms, mineral, vegetable, and animal. So a child may have a clear conception of the meaning of such words as home, parent, affection, guilt, conscience, without penetrating one line's length into their unfathomable depth of meaning. What is insisted upon is, that the child should have a clear conception of what is meant, that such conception should be correct, as far as it goes, and that it should be as extensive as his ability will allow.~~

Were a child skilfully taught, with only a due alternation between physical and mental exercise, and with an inspection of as many of the objects of Nature and art, as common opportunity would allow, it is believed, that he might acquire a knowledge of the spelling and of the primary meanings of substantially all the unscientific and untechnical words, in ordinary use, before passing the age when orthography becomes more difficult of attainment. If, however, owing to early neglect in education, or to mental inefficiency, the most favorable season for learning to spell is passing away,



and it is deemed advisable to hasten this acquisition at the expense of other studies, or, (if any one so prefers,) even of the meaning of words; then it is believed, that the words may be so classified in the spelling-book, as greatly to facilitate the labor. For this purpose, let words be arranged together, whose difficult syllables agree in formation; as, for instance, *syllable, sycophant, sylvan, symbol, synagogue, syntax*, in which *y* has the sound of *i*, short; or in words, where *ch* has the sound of *k*, as in *machination, chronological, bacchanalian*, or in words, where *qu* has the sound of *k*, as in *mosque, opaque, liquor*; or where *ei* has the sound of *a*, as in *eight, weight, inveigh*, &c. This list might be almost indefinitely extended; the above are given as specimens merely. The great advantage of this system is, that when the true formation of the difficult syllable is known for one word, it is known for the whole table, and frequent repetitions of the table will fix the order of the letters in the memory, which, by the law of association, will afterwards involuntarily recur, like products in the multiplication table, or successive notes in a well-learned piece of music. Habit, founded on this association, will command the successive letters in writing, as unconsciously, as it does successive steps in walking. An excellent spelling-book has lately been published in this city, in which words are arranged with reference to their intelligibility to children; and Webster and Fowle have made close approximation, certainly, to arrangements of words, in conformity with the law of mental association, above referred to. It is believed that a spelling book may be prepared which shall combine the first, greatest, and most indispensable of all requisites, that of addressing the innate and universal love of learning new things,—with such a philosophical adaptation to the successive periods of mental development, as shall, as a general rule, present what is to be learned, during the epoch, in which it can be most easily and pleasantly acquired.

Would my limits permit, I should be glad to enter into some detail with regard to the modes, now practised in our schools, of teaching orthography. I will, however, only observe, that spelling by writing, (when the pupil can write,) appears to have great advantages over spelling orally. In the business of life, we have no occasion to spell orally, and thousands of cases have made it certain, that the same person may be a good speller with the lips, who is an indifferent one with the pen. Nor is this any more strange, than that a man should not be able to do dexterously with his left hand, what he has always been accustomed to do with his right.

It is obvious, that even in regard to orthography, the book-maker is the great auxiliary of the teacher. It is not less emphatically true of reading, that the book-maker and the teacher are performing different parts of one work. In this division of labor, the book-maker's part is first to be performed, and it is impossible for the best teacher wholly to make amends for what is untoward or preposterous on the author's part; because clumsy and defective implements will baffle the ingenuity of the most perfect workman. While measures are in progress, therefore, to increase the competency of teachers, through the medium of Normal Schools; the principles on which school-books should be prepared, should receive careful attention, that good agents may have good instruments. I avail myself of this occasion to make a few suggestions upon the subject of reading books. Reading is divisible into two parts. It consists of the *mechanical* and the *mental*. The mechanical part is the utterance of the articulate sounds of a language, on inspecting its written or printed signs. It is called mechanical, because the operation closely resembles that of a machine, which may receive the best of materials and run through a thousand parcels to them every year;—the machine itself remaining just as bare and naked at the end of the year, as it was at the beginning. On the other hand, one portion of the mental part of reading

consists in a reproduction in the mind of the reader of whatever was in the mind of the author; so that whether the author describes atoms or worlds, narrates the history of individuals or nations, kindles into sublimity, or melts in pathos,—whatever was in the author's mind starts into sudden existence in the reader's mind, as nearly as their different mental constitutions, will allow. An example of the purely mechanical part is exhibited in reading a foreign language, no word of which is understood; as in the case of Milton's daughters, who read the dead languages to their blind father;—they, with eyes, seeing nothing but black marks upon white paper,—he, without eyes, surveying material and spiritual worlds,—at once charmed by their beauties, and instructed by their wisdom.

With the mental part, then, reading becomes the noblest instruments of wisdom; without it, it is the most despicable part of folly and worthlessness. Beforehand, it would seem quite as incredible, that any person should compel children to go through with the barren forms of reading, without ideas, as to make them perform all the motions of eating, without food. The body would not dwindle under the latter more certainly, than the mind, under the former. The inevitable consequences are, that all the delight of acquisition is foregone; the reward which Nature bestows upon the activity of the faculties is forfeited,—a reward which is richer than all prizes and more efficient than all chastisement; and an inveterate habit is formed of dissociating thought and language. "Understandest thou what thou readest?" therefore, is a question quite as apposite when put by a teacher to a child in his horn-book, as when asked by an Apostle of the ambassador of a queen.

Entertaining views of the importance of this subject, of which the above is only the feeblest expression, I have devoted especial pains to learn, with some degree of numerical accuracy, how far the reading, in our schools, is an exercise of the mind in thinking and feeling, and how far it is a barren action of the organs of speech upon the atmosphere. My information is derived, principally, from the written statements of the school committees of the respective towns,—gentlemen, who are certainly exempt from all temptation to disparage the schools they superintend. The result is, that more than eleven twelfths of all the children in the reading-classes in our schools, do not understand the meaning of the words they read; that they do not master the sense of the reading lessons, and that the ideas and feelings intended by the author to be conveyed to, and excited in, the reader's mind, still rest in the authors' intention, never having yet reached the place of their destination. And by this, it is not meant, that the scholars do not obtain such a full comprehension of the subject of the reading-lessons, in its various relation and bearings, as a scientific or erudite reader would do but that they do not acquire a reasonable and practicable understanding of them. It would hardly seem that the combined efforts of all persons engaged, could have accomplished more, in defeating the true objects of reading.

How the cause of this deficiency is to be apportioned among the legal supervisors of the schools, parents, teachers, or authors of school-books, it is impossible to say; but surely it is an evil, gratuitous, widely prevalent, and threatening the most alarming consequences. But it is not a remediless one. There is intelligence enough, in this community, to search out the cause, and wisdom enough to find and apply a remedy.

It has been already stated, that we may acquire a knowledge of a very few things,—such as are placed within the range of our senses,—without the use of language; but that language is the only medium, by which any thing, prior to our own memory and experience, or beyond our own vision, can be made known to us. Although, therefore, the words which our language is said to contain, seem to be many; yet when we think of all the relations of human

life,—domestic, business, and social;—of the countless objects in the different kingdoms of Nature, with their connexions and dependancies;—of the sciences, which have been founded upon them, and of the arts, to which they have been made subservient;—of all, in fine, external to ourselves, within the circle of time and beneath the arch of heaven; and of our own conscious hopes, fears, desires, to which that arch is no boundary; we shall see, at once, that the words of our language, numerous as they are, are only as one to infinity, compared with the number of the objects to which they are daily applied. And yet these words are sufficient not only to present us with an image and a record of past and present existences, but they are capable of outrunning the course of time, and describing the possibilities of the future, and of transcending the limits of reality, and portraying the fancy-peopled worlds, created by the imagination. And what is still more wonderful, is, that with the aid of these comparatively few words, we can designate and touch, as it were with the finger, any one fact or event in this universe of facts and events, or parcel out any groups of them, from tens to tens of myriads; or we can note any period on the dial-plate of by-gone centuries, just as easily as we refer to the hours of the passing day. Now to accomplish this, it is obvious, that language must be susceptible of combinations indefinitely numerous; that most of its single words must assume different collocations, and that phrases, capable of expressing any one, or any millions of these facts, vicissitudes, relations, must be absolutely inexhaustible. Then, again, language has various, strongly-marked forms, as colloquial, philosophical, poetical, devotional; and in each of these divisions, whatever subject we wish to separate from the rest, language can carve it out and display it distinctly and by itself for our examination. It handles the most abstruse relations and affinities, and traces the most subtle analogies to their vanishing point; or, with equal ease, it condenses the most universal principles into brief sentences, or, if we please, into single words. Hence, in using it, to express any greater or smaller part of what is perceived by the senses, by intellect, or by genius, the two conditions are, that we must discern, mentally, what individual object or quality, or what combinations of objects and qualities, we wish to specify; and then we must select the words and form of phrases,—or volumes, if need be,—which will depict or designate by name, the individual object we mean, or will draw a line round the combination of objects we wish to exhibit and describe. All true use of language, therefore, necessarily involves a mental act of adjustment, measure, precision, pertinency; otherwise it cannot fix the extent or gauge the depth of any subject.—Language is to be selected and applied to the subject-matter, whether that subject-matter be business, history, art, or consciousness, just as a surveyor applies his chain to the measurement of areas, or as an artist selects his colors to portray the original. But what must be the result, if the surveyor knows nothing of the length of the chain he uses, and if the artist selects his colors by chance, and knows not to what parts he applies them?

Hence, the acquisition of language consists far less in mastering words as individuals, than it does in adjusting their applications to things, in sentences and phrases. And one great object—there are others not less important—of teaching the children in our schools to read, is, that they may there commence this habit of adjustment, of specifying and delineating with precision, whatever is within the range of their knowledge and experience. All attempts, therefore, to teach language to children, are vain, which have not this constant reference to be specified and described. If the thing signified is not present to the mind, it is impossible that the language should be a measure, for, by the supposition, there is nothing to be measured.—It becomes a mere hollow sound; and with this disadvantage, that, from the parade, which is



made in administering the nothingness, the child is led to believe he has received something. The uselessness of such a process would seem to be enough, without the falsity. The fact, that many children may not be able to make great progress in this adjustment of words to things, so far from being any reply to this view of the subject, only renders it so much the more important, that what is done should be done rightly.

(To be continued.)

From the Juvenile Instructor.  
THE WATCHMAKER AND HIS FRIEND  
THE BLACKSMITH.

[From the last Introductory Lecture of Professor Gilson, of the University of Pennsylvania; printed in the Medical Examiner.]

I was walking with my old Philadelphia friend in the Palais Royal, in quest of a watch, and, struck with the open and honest physiognomy of a middle aged man whom we observed, through the window, so busily engaged at his work as not to perceive us, determined to enter and examine his commodities. After selecting an article of beautiful workmanship, such as we had not seen in any other establishment, demanding the price, and then, according to usage, endeavoring to get at the lowest sum, the man, with a deep sigh, and most disconsolate look, said that his profession was a most unfortunate one; that for years he had toiled from morning till night, poring over the wheels and springs of watches with magnifying glasses, until he had nearly put out a pair of the finest and sharpest eyes, and by long sitting, had injured his limbs and impaired his constitution! "Oh," said he, "that I had been a surgeon, how different might have been my situation!" Then turning, and looking us full in the face, he continued, "Gentlemen, I am a poor individual, without fame or consequence, but my history, inasmuch as it is connected with that of a dear friend, whose reputation is well known all over the world, is nevertheless a singular and interesting one, and, for his sake if you can spare time, I will relate it to you." Struck with the manner and earnestness of the man, and favorably impressed towards him, we took seats in his small shop and listened to his narrative. "I was the son," said he, "of a poor miller, and the father of my friend followed the occupation of blacksmith in the village of Breches and province of Loire, and, at an early age we were both initiated in the mysteries of our paternal vocations, he shoeing horses and I grinding grain from morning till night. In spite, however, of the severe labor to which my friend was exposed, he devoted many hours of the night to improving his mind, and twice a week attended a country school three miles off. His father's library consisted of two books—the complete drover and a volume of medical receipts, which the young blacksmith was so enamoured of as to commit to memory, and, from that period, turned his attention to medicine. He continued, however, to shoe horses, and prescribed for their diseases, until his twenty-third year, when growing tired of such labor, and burning to distinguish himself in higher pursuits, proposed to me to leave our native village and repair to the capital, where he was sure, he said, we should both meet with occupation worthy of our toil. With scanty means, and slender wardrobes fastened to our backs, we commenced our journey on foot, and after a time reached Tours, where the money of my friend giving out, he was obliged to remain and work at his trade, while I pursued my solitary way to the capital, and meeting with no better employment, took up with the villainous business of watch-making. Several weeks afterwards, my friend arrived, and, hiring, for three francs, a black coat, which did not fit, and contrasted strangely with his country garments, waited upon the celebrated Dubois—offering to become his pupil—who, impressed favorably, notwithstanding the ludicrous figure he cut in his long-tailed coat and sky blue pantaloons, told him he might live among his servants and have the run of his kitchen, for some weeks,

until he could ascertain the nature and extent of his qualifications. The proposal was joyously accepted, but before the expiration of the allotted time, my friend gave so many proofs of genius and talent, and worked with such assiduity and success as to astonish Dubois, and cause him, henceforward, to consider him as a companion and friend. From that moment the fortune of my village crony was made; for under the excellent Dubois, he not only made astonishing progress in his medical studies, but was so diligent and untiring, as to acquire, in a short time, such knowledge of the classics, and most of the languages of modern Europe, as to read them with facility.

"Since that period only a few years have elapsed, and my country friend, farrier, and blacksmith, is now at the head of the profession in Paris, a distinguished professor and hospital surgeon, the author of large and valuable volumes in every department of the profession, and, withal, a man of fortune. And where, he continued, am I? Still a poor, miserable watchmaker in the Palais Royal, and the tenant of this pill-box of a shop, in which you are now sitting." And pray, Mr. Jarrosay, said I, may I ask you that friend of yours may be? "That friend, sir," said he, slowly rising from his bench, putting forth his right arm, and stamping firmly with his foot upon the floor, "that friend, sir, is no less than the celebrated VELLEPEAU."

The next day I called upon Vellepeau, and found him in his study behind a pile of books, which he was pitching, with great vivacity, from right to left, in search of authorities and quotations for a large work on surgery then in press. Before leaving, I took the opportunity to ask if Jarrosay's story was correct. "Perfectly so, as far as it goes," said he, "he is still my friend, an honest man, and one of the best watchmakers in Paris, of whom you may purchase without hesitation."

#### THE MIND.

*Connection between the lungs and the brain—  
Energy of the Mind depends on the quantity of blood.*

The study of the mind, and its connection with, influence by, and dependence upon matter, is truly a study of the very deepest interest to every individual.

Since the dawn of man's existence down to the present time, the wisest heads and greatest philosophers have devoted their time and talents to the elucidation of this sublime subject.—Theories have risen and sunk again in a continued and rapid succession; each has had its hour "to strut upon the stage," and its votaries to yield it faith; but the stream of time has swept on, undermining and carrying away all these insubstantial, though towering fabric.—Speculation and hypothesis have luxuriated here in their wildest exuberance; but their high-wrought castles have tumbled and vanished "as the baseless fabric of a vision that leaves not a rack behind."

Has there then been nothing saved from this wreck of the past? Are we no nearer correct and rational in our views concerning our essential nature, than were the Ancients? Has genius always wandered in idle quest and brought back no trophies of reward? Far from it.—There has probably never been a theory promulgated on this subject which did not clear away some cloud, or bring to fuller view some of the phenomena it presumed to elucidate.

To say that Phrenology has recently shed much gorgeous and lasting light upon this subject, is but saying what is well known. And that the indefatigable laborer in this wide unexplored field, will continue to dig up many more golden truths is not an expectation too vain to be realized.

We have recently had the pleasure of listening to a course of lectures upon this subject—delivered by a gentleman better known as an itinerant phrenological lecturer than a venter of the goods of Esculapius, though he has claims to the last named occupation. The

connection of the lungs with the brain, and their influence over the mental manifestations, was taken up, and treated at great length; and we are compelled to say (all deference to the Doctor) with as much confusion and gross error as any thing we have listened to in "this age of humbug." Yet I still think the premises assumed are true—viz: that the connection between the brain and the lungs is most intimate: that the brain cannot act vigorously without the assistance of voluminous lungs—that the greatest geniuses have well formed and capacious chests. A number of examples were mentioned in proof of this. And it was accounted for by asserting that the brain was supplied with blood by the lungs—that the greater the size of the lungs the greater the quantity of blood sent to the brain—and that the energy of the mind depended much upon the quantity of blood sent to the brain—the organ of the mind.

But a moment's reflection will convince us of the fallacy of this theory. Nothing is better known than that the lungs neither generate nor propel blood. It is hardly worth stating that the blood is formed out of the aliments, by the digestive apparatus, and circulated by the heart and arteries and not by the lungs, it is their office to change its quality, not quantity. And that the energy of the mind depends upon the superabundance of blood sent to the brain is an assertion as gratuitous as the former. For the physicians tell us stupor generally attends congestion of the brain.

We should not, however, lose sight of a fact, that seems to be proven by experience, because it should be smothered by false theories.

That the lungs indirectly have this influence over the mind is so well proven by observation, that we can not doubt for a moment the fact.—And they act in this way, by abstracting oxygen from the air in respiration; this oxygen, owing to the permanency of the membranes, passes immediately to the great nervous centres—the brain and spinal marrow—and keeps them in a gentle stimulation, which exhilarates the mind, and ideas are acquired much more permanently and with much greater facility.—The quantity of oxygen admitted into the system will depend entirely upon the size of the lungs—the larger lungs, of course, taking in much more than the smaller.

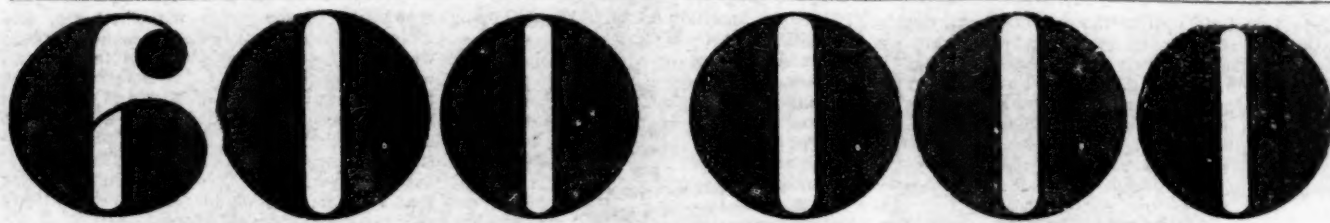
Now that oxygen possesses this principal of stimulating the brain and consequently the mind, is clearly proven by inhaling nitrous oxide, (the reader will recollect that this gas is a compound of one atom of nitrogen and one of oxygen, just twice as much oxygen as enters in to the composition of air,) we have all observed the *modus operandi* of this gas when inhaled into the system; the rapid flow of vivid ideas produced by a few inspirations, and the shining brilliancy it lends to the mind. This effect is undoubtedly produced by the large quantity of oxygen taken into the system, stimulating the great nervous centres—the brain and the spinal marrow. Exactly in the same way does the voluminous lungs act—they take a sufficiently large quantity of oxygen from the atmosphere to keep the whole nervous system in a lively excitement. An oversight of this fact would cause the practical phrenologist much confusion, for it is evident an individual might have a large cerebral development, without having a strong and active mind, owing to smallness of the chest and diminutive size of the lungs; they not being sufficiently large to send enough of oxygen to the nervous centres for their healthy and lively action. And (*ceteris paribus*) one with smaller organs and capacious chest, will have a vigorous intellect.

I am in hopes more attention will be given to this subject, for it is one meriting the attention of the wisest sage. M.

PRES. WM. H. M'GUFFEY.

The Trustees of Union College, N. Y. (one of the most celebrated institutions in the United States,) have conferred the Honorary Degree of LL. D., upon the Rev. Wm. H. McGuffey, author of the "ECLECTIC SERIES"—and President of Ohio University at Athens.





## ECLECTIC SCHOOL BOOKS.

The *ECLECTIC SERIES*—are sold by Booksellers and Traders generally throughout the Country.

### NEW TESTIMONIALS.

Detroit, April 27, 1840.

TO THE PUBLISHERS OF THE ECLECTIC SERIES OF SCHOOL BOOKS.

Gentlemen,

Though I am generally averse to recommending new School Books, from a conviction, that the great variety already before the public, is a serious evil, tending to prevent that uniformity in the adoption of Scholastic works, so essential to economy and classification, if not to improvement; yet having examined the "Eclectic Series of School Books," I feel constrained to bear testimony to their superior merits; believing as I do, that Education would be promoted by their general use.

The individual Books composing the Series, are not only *excellent*; but together constitute a *system not to be surpassed*.

The authors have severally evinced an intimate knowledge of the nature and tendencies of the juvenile mind, both in the subjects and style of their lessons, which are so easy, lively and familiar, as to instruct while they arrest and secure the attention of the pupil.

The selection as well as order of the Lessons is also so natural, as to correspond with the ability of the learner, to overcome new difficulties as he advances.

And the whole Series are admirably adapted to promote the moral, as well as intellectual instruction of the pupil: and yet are entirely free from sectarianism.

Respectfully Yours,

JOHN FARMER,

Chairman of the Board of School Inspectors of the City of Detroit.

Detroit, April 24, 1840.

I have examined the "Eclectic Series of School Books" with peculiar satisfaction, and I think that the selection and arrangement made by the several authors, gives them a decided preference over most of the School Books now in use. I shall introduce them into my School as soon as practicable, and I cheerfully recommend them to the public.

LORENZO WOOD,

Principal of Public School.

I have examined the "Eclectic Series of School Books" published by Messrs. Truman & Smith, of Cincinnati, and concur in the above recommendations as to the general excellence of the matter and arrangement, and can cheerfully recommend its adoption as well calculated to further the interests of Education.

A. L. PORTER.

Late one of the Regents of the University of Michigan.

Detroit, April 27, 1840.

I have spent some time in looking over the "Eclectic Series" of School Books, and I am confident that the *cause of Education* would be greatly advanced by their use throughout the country, and it will afford me pleasure to use my influence in bringing it about. The great diversity of Books now in use, is the cause of much *expense* to parents, *trouble* to the teachers, and *loss of intellectual character* to scholars, all of which, to a greater or less extent, would be obviated by the use of these Books. They are

certainly most admirably adapted to the different ages and capacities of scholars, and contain a greater amount of *interesting and useful* matter, than I have ever before seen combined in so few pages; and shall as soon as they can be had, introduce them into my school. That you may entirely succeed in your attempts to bring them into general use, is the wish of your humble servant.

W. A. BACON,

Teacher of the Detroit Select School.  
March 31, 1840.

Having given the "Eclectic School Series" by W. H. McGuffey, and others, a diligent and impartial perusal; I deem it a matter of much importance to teachers, as well as to scholars, to have, through the medium of this Series of School Books, a prospect of mitigating the trouble hitherto experienced in having so great a variety.

The perspicuity and arrangement of the Eclectic School Books, is in my opinion, admirably adapted to facilitate the progress of learners, in an unerring and progressive course of useful education. I shall therefore avail myself of the earliest opportunity, not only of introducing them into my own school, but of furthering by all means in my power, their universal use in this section of the country.

I am, your obedient servant,

E. J. MEANY,

Teacher of the "Select School for Young Gentlemen."

Detroit, March 31, 1840.

Having cursorily examined the Series of "Eclectic School Books" by President McGuffey and others, I am happy in the opportunity of testifying my approval of the plan of adopting them in our schools, for the sake of that *uniformity* of which every person who has any thing to do in connection with our common or other schools cannot but lament the want of—and which I have myself, suffered endless difficulties from.

Should they be generally or uniformly adopted, I hesitate not to say, that much benefit would result, not only in regard to the facility of teaching, (for which they seem to be so well designed) but also in regard to *trouble and expense*. I intend to introduce them into my school as soon as practicable.

M. MITCHELL,

Principal of Select School Detroit.

From a cursory perusal of the "Eclectic Series" I am persuaded that the Books are well calculated to promote the design of the compilers. Reference seems to be had throughout, to that law of progression, which characterizes the human mind, no less than it is seen to pervade the world of matter.

I am highly pleased with the *Young Minstrel*; the happy influences which the morning and evening song of praise is calculated to diffuse over the spirits of both teachers and pupils, is beginning to be appreciated; and when it is considered that cheerfulness and sincerity, induce that state of mind best calculated for the reception of knowledge, and for the active exercise of the intellectual powers, every means of promoting the same, will be hailed with de-

light by every instructor who feels interested to secure the *best good* of the immortal gems committed to his care. I shall avail myself of the use of the Eclectic School Books in my school, as occasion may require.

M. F. BOUTWELL,

Teacher of a 'School for Young Ladies'.  
Detroit, April 1, 1840.

Having examined the Series of "Eclectic School Books" and knowing them to be the most useful for youthful Education, and designed to facilitate the duties of the teacher, I therefore, would not only wish them to be used in my school, but in all the schools in the western country.

J. M. DALRYMPLE,

Teacher of the Detroit Catholic Academy.  
Detroit, April 1, 1840.

Having recently taken a brief view of the "Eclectic Series of School Books" I do not hesitate in saying, they are, so far as my perusal extends, worthy of the patronage of the American people, especially as it regards the primary Books, which are well adapted for juvenile classes. The inconvenience of many publications, whose want of suitable progression in lessons, bears a prominent objection, (notwithstanding their many peculiar excellencies in other respects) is here remedied by a wise and skillful arrangement, in such an order as will tend to advance the cause of letters, and facilitate the task of teachers. For six years as a teacher, I have experienced the want of a suitable course of lessons, and which I shall endeavor to remedy, by the introduction of these works into my school, and promote their general introduction as far as my influence extends.

E. H. ROGERS,

Instructor of Detroit Select School.  
March 31, 1840.

I have hastily examined the "Eclectic Series of School Books" and highly approve of the arrangement, and especially of the progressive manner in the Readers, and am inclined to value them on account of the Rules placed at the heads of Lessons, and numerous hints given for our guide in the succeeding Lesson, which will very materially assist the teacher.

JOHN WINCHELL,

Teacher, District No. 7.  
Detroit, April 1, 1840.

Cleveland, May 5th, 1840.

To the publishers of the "Eclectic Series" of School Books.

Gentlemen,—I do most cheerfully give my testimony to the superior merits of the "Eclectic Series" which I have recently examined.—The rules given in the Third and Fourth Readers, are excellent. The sentiments are good, but those drawn from the pure fountain of divine truth, impart a richness to the whole, which cannot fail to produce salutary impressions upon the youthful mind. The Moral Instructor, is indeed a treasure. Being convinced of their utility, I shall introduce them, as far as practicable, into my school.

E. W. ALLEN.